

INTERNATIONAL CITY MANAGERS' ASSOCIATION
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INCREASING THE EFFECTIVENESS OF SUPERVISORS

What steps can be taken to expand the capabilities of supervisors? What aids to supervisory development are available to city officials?

This report brings together some of the current ideas for supervisory development and the means by which they can be applied in small cities and large ones. Effective supervision depends heavily on the attitude of "top management" and on steps taken to convey the management attitude to supervisors. Management officials--the chief executive of a city and his department heads--should regard means of increasing supervisory effectiveness as vital parts of the administrative process. To get the most out of this program they should establish and maintain clear policies and goals, give supervisors authority to function freely, hold them responsible, and consider every contact with them individually or in groups as a continuing training opportunity. Application of this administrative philosophy will enable management to take advantage of the expanding capabilities of supervisors and keep them informed of evolving administrative policies and supervisory techniques.

Supervisors are the employees below department head level who are held responsible for getting work done. They plan, organize, and direct the work of those they supervise, train them in the important aspects of their jobs, interpret and apply administrative policy, and administer discipline intended to keep morale and efficiency at high levels. Supervisors may be designated by any of a number of titles, such as foreman, division head, sergeant, or field engineer or by titles that do not directly imply supervisory responsibility; but the supervisory class includes all those with responsibility for getting work done through others.

The primary function of supervisors is to obtain maximum production from a group of workers. Contingent functions are to do this while maintaining esprit de corps, using workers at their highest skill, observing and correcting inefficient and unsafe practices, and teaching good work habits. To do these things, supervisors need to sense and understand the human relations involved in getting people to enjoy working up to their full capacity. They should understand the methods and timing of disciplinary action, know how to promote inter-worker cooperation, be familiar with methods of simplifying work and preventing accidents, and be equipped to instruct and guide their subordinates in work methods.

Possibly one of the most important things to establish at the outset is that supervisors cannot be effective unless they are given definitely circumscribed authority, are held responsible for the proper functioning of their unit, and are relieved of clerical and other detail that would interfere with their ability to carry out the supervisory job. A police sergeant should not also walk a beat; the sewer foreman should not dig the trenches; and the chief of party should not be his own rodman. In small cities where individuals may reasonably expect to do detail work in addition to their supervisory responsibilities, the chief executive and his department heads should be sensitive to the point at which detail begins to interfere with supervisory effectiveness.

Assuming native ability on the part of supervisors, two tools of management can be expected to add to their effectiveness: (1) clear and definite administrative policies, and (2) extensive use of training. These are interdependent. Administrative policies provide some of the most significant material for training, and training--both formal and informal--is the means by which the applications of management policies are communicated to those who must follow or administer them. Formal training is generally provided in a classroom environment and includes specific courses; informal training comprises daily personal contacts in actual work situations.

Administrative Policies

Clear-cut administrative policies establish the climate for supervisory development. Personnel regulations, procedures for reporting departmental activity, and well-formulated departmental objectives eliminate confusion and free the supervisor to perform the function of his office--getting maximum production from a group of workers. In the absence of clear administrative policies covering goals and work standards, discipline, and organizational relationships, supervisors can rarely function effectively nor be guided consistently by administrative officials.

Personnel Program. Regardless of city size a positive personnel program is the most important policy underlying supervisory effectiveness. A supervisor will be seriously handicapped unless he can clearly and positively explain basic personnel policies to his own group. Management must determine these policies and provide for their effective communication to supervisors and other employees. Personnel policies should include definite standards and conditions of employment, definition of the duties and responsibilities of each job, equal pay for equal work, and advancement based on quality and length of service. They may also include provision for regular vacation, sick leave, and other benefits, and conditions under which employees will be subject to disciplinary action. Clear-cut statements regarding these elements of official policy reduce misunderstanding, relieve supervisors of the necessity of making their own interpretations, and save both time and energy.

Most of these conditions can be stated by rule as described in MIS Report 40, outlining the procedure in establishing a merit system; 41 suggesting personnel rules and regulations; 39 on sick leave; and 76 on administrative of leaves of absence. Personnel policies can also be explained informally in employee manuals or newsletters, and they should be whenever possible. The work involved in compiling an attractive manual need not be extensive, and when every employee has his own personal copy supervisors are generally relieved of the need for explaining policy by referring to the more legalistic document. This aspect of communication is covered by MIS Report 60 on methods of keeping city employees informed. Other guides for administrative policy are suggested in MIS Report 100, management policy on employee relations, and 67 on establishing job and work controls.

Supervisors themselves should be compensated adequately for the responsibilities they assume. An adequate, planned salary schedule provides incentive for advancement by those in the lower ranks and gives reasonable assurance that good supervisors will not be lost to more lucrative employment in the community. The pay plan should be related to pay for comparable positions elsewhere in the locality and should take into account the monetary value of fringe benefits. MIS Report 69 describes how to make a salary and wage survey.

Records and Reports. Administrative reporting plays an important part in measuring supervisory effectiveness. Supervisors themselves must prepare certain records such as assignment schedules, time sheets, attendance reports, and production or achievement data, but they should not become record clerks. The records they keep should be simple, essential and held to a minimum. Some of these will be

used in compiling monthly summaries for use by department heads and the chief administrator in following up past assignments and planning future activity.

From a training standpoint, these records serve to develop awareness in supervisors of achievements and shortcomings in their unit; they provide the basis for informal training conferences between department head and individual supervisor; and they prepare the supervisor to understand and appreciate the more complex and analytical reports required at higher levels of supervision. Periodic summary reports are described in MIS Report 117 on department records and reporting systems and are illustrated in "Monthly Administrative Reports for Cities" published by the International City Managers' Association.

These summaries are frequently compiled in comparative form--the current month against the previous month or the same month a year earlier. Supervisors should be held accountable for their records in such areas as attendance, time spent on specific projects, or production quantity, and department heads can make weak spots in these summaries the subject of individual conferences to improve the record. MIS Report 80 on service standards and budget estimates gives good guide-lines for quality and cost of a number of the major services provided by a city government. MIS Report 67 deals with methods for establishing job and work controls. Production, attendance, or safety records may be displayed graphically to encourage competition between divisions, but at the same time friendly rivalry should not be allowed to impair the quality of work turned out.

Supervisory Conferences. Staff conferences with supervisors on the personnel rules or on departmental goals make good basic training. Rules and goals already established provide their own outlines and reference points for use in such conferences. When supervisors understand the reasons for policy as it is to be applied locally, they can answer rumors or questions of employees before these are magnified out of proportion. Then they can devote their full energies to seeing that the policies are effectively carried out. In cities where definite policies have not yet been drafted, supervisors may assist in formulating them, and thereby broaden their understanding of the purpose and effect of rules adopted. This simplifies the problem of installation. Where policies have been in force, supervisors may participate with equal effect in conferences to revise them and keep them current.

Participation of supervisors in policy determination is a direct means of strengthening their management ties. It may be applied to program planning, budgeting and operating problems on a departmental basis, as well as to city-wide personnel policies and problems. This participation benefits not only the supervisor, whose prestige and morale should be lifted by the recognition and whose appreciation of management problems may be increased; it also benefits the top management team by supplying them with the ideas of those who are closest to the "firing line" and by opening the channels of communication between management and workers. An extra value may be realized if supervisors are stimulated by these staff conferences to use a similar though possibly less formal technique with their own groups.

Supervisory Training

The supervisor's job is a combination of know-how and attitude. In this report it is assumed that the supervisor already has the basic qualifications, so that the administrative problems are those of providing the best possible operating conditions and developing the additional characteristics that are essential in a supervisor. Some of these qualities are ability to analyze problems, to make logical decisions, to be firm once decisions have been made, to encourage in others the will to work, and to relate the work of their own unit to the total departmental picture

and to the larger picture of over-all city government. With these and other factors the important consideration is that the top administrative staff know the supervisor qualities that should be expressed and that they have a plan for developing them by both formal and informal methods.

Informal Training. Opportunities arise almost daily for administrative development of supervisors by informal personal contact. The public works director inspecting a construction project; the fire chief directing fire fighting operations; the police chief noting a change in daily crime or accident figures; the foreman asking his chief for clarification of a personnel regulation--cases like these give the administrator an opportunity to question, discuss, suggest, advise or explain.

With certain individuals a department head may adopt the policy of daily contact for followup or guidance; with others whose supervisory qualities are more fully developed, weekly conferences reviewing past achievement or planning future activity may be adequate; but this kind of informal, individual contact on the job is unobtrusive, inexpensive, and effective. It is recognition that a supervisor can appreciate, and it is related to experience through specific cases of employee or supervisory conduct. Therefore it has an effect far greater and more practical than if the same subject were approached theoretically.

Informal supervisory training is a natural on-the-job relationship between administrative officials and the individual supervisors whose work they plan and direct. It is referred to here as "training" because it should be a part of every administrator's philosophy to use job relationships intentionally as means of making supervisory responsibilities and opportunities more clear to those who supervise.

Individual Initiative. Another phase of informal training is the encouragement of individual initiative and self-development. These qualities should be inherent in a supervisor but management should have a definite policy of further encouraging and cultivating them. This can be done in several ways. One is to provide a library for reference and circulation that contains selected textbooks on all phases of city work as well as pertinent periodical publications. A good list can be compiled from the "Selected Standard References" sections of The Municipal Year Book.

Another way is to suggest special outside reading to supervisors who indicate interest, or to route pertinent publications or articles to the supervisory group or specific individuals. A third way is to encourage supervisors to enroll in adult education courses and to work with school or college officials in developing courses of both vocational and cultural interest.

Self-development is as properly the responsibility of the supervisor in government as it is of the one in business or industry. Many city employees recognize and accept the responsibility, as evidenced by the large number who enroll at their own expense in correspondence courses or in night classes at local high schools, colleges, or universities. One of the noteworthy examples of correspondence training is in the Institute for Training in Municipal Administration of the International City Managers' Association which maintains an active annual enrollment of over 250 individuals in its eight correspondence courses.

An example of adult education is the Mott Foundation in Flint, Michigan. The city government of Flint maintains a close relationship with this endowed school that gives any type of vocational or cultural course in which interest is shown. Specialized courses primarily for city employees are included in the curriculum but employees receive credit on their service records for all courses completed. Flint officials feel that successful completion of any course, whether cultural or

vocational, contributes to the development of an individual and therefore to his effectiveness in the city organization.

One other illustration of cities where employees are encouraged to prepare for advancement by taking courses on their own time and at their own expense, and where employees accept the challenge, is in California. The University of Southern California in Los Angeles offers, for example, the only college-level course in fire administration in the United States, and many firemen from the surrounding area are enrolled in the program. In several cities these courses are prerequisites for advancement. Identical courses are offered on two consecutive days so the men may attend on their days off. The University also has a similar program for police officers who desire to prepare for advancement to supervisory positions.

Training Courses. City officials should practice informal training consistently and they should expect and encourage supervisors to provide for their own personal development. At the same time, there are some problems and subjects that can be handled better by formal training within the organization. Cities are increasingly following the industrial pattern of providing supervisory training during working hours. This has the advantages of allowing flexible schedules, providing a captive audience, and enabling the city to present its own materials directed toward accomplishing specific objectives.

There are valid objections to training classes. They sometimes appear to take too many supervisors from their jobs for too long a period, they require time and physical facilities that are not always convenient to provide, and they take extensive preparation. As administrators and supervisors develop appreciation of the purpose and need for training, however, these objections generally assume less importance, and ways of overcoming them are devised. For example, certain types of training should so improve supervisory techniques or relationships between departments that measurable improvements in quality, quantity or cost of work will result. In planning training courses administrators may take advantage of the many sources of outside assistance that are available--training materials, courses, or qualified instructors--thus reducing the amount of work that must be done locally to develop or conduct the courses.

The chief purpose of in-service training is to provide all supervisors with the same background and knowledge of policies and techniques so they apply them in the same general way. Supervisory training covers a variety of subjects besides local policies and problems. One basic course is in supervisory techniques. It deals with such topics as organizational relationships, ways to analyze problems and work out solutions, how to instruct workers, and how to maintain discipline. A number of these courses have been developed by cities with outside assistance.

Among the cities are Saginaw, Mich., where Michigan State College assisted in planning and conducting the course and instruction costs were borne by the state department of public instruction; Martinsville and Danville, Va., where a University of Virginia faculty member with extensive supervisory training experience led a course based on material developed locally; and Oklahoma City where visiting instructors from Oklahoma University and Oklahoma A & M College conducted the training in identical morning and afternoon classes to permit attendance by all supervisors.

In Pasadena, the personnel department developed and mimeographed two manuals for the local training course: "Supervisors' Workbook in Fundamentals of Supervision," and an instructor's manual. The course contains sections on work simplification, morale and discipline, public and employee relations, safety, performance

standards and other topics. Both manuals may be obtained on loan from the Pasadena personnel department in the city hall.

The National Foremen's Institute in New London, Conn., offers a 20-week on-the-job course in management techniques for supervisors. It emphasizes problem-solving in all the areas a supervisor is required to deal with, such as absenteeism, discipline and counseling. The Institute provides all course materials including the conference leader's manual, for groups of eight or more supervisors. Books and filmstrips on supervisory techniques and case problems can also be obtained from the Institute.

Another specialized course of on-the-job instruction for supervisors deals with accident prevention. Such a course is desirable because it provides one means of reducing human suffering and reducing absenteeism, lost production and extra expense. The National Safety Council, 425 N. Michigan Avenue, Chicago, maintains a special staff to assist cities with accident prevention training and programs, publish a monthly news letter on safety developments, and provide consulting services. The Council has extensive aides including films and filmstrips for training foremen in safety methods. Several cities have developed accident prevention programs, among them Richmond, Va., Oakland and Pasadena, Calif., and Dayton, Ohio. A good reference for use in establishing a safety program at the supervisory level is "Accident Prevention Administration" by Frederick G. Lippert (New York: McGraw-Hill Book Co., 1947). The National Foremen's Institute also has a manual entitled "Safety and The Foreman" by John M. Roche (New London, Conn., 1951. \$3).

The municipal administration courses of the International City Managers' Association have demonstrated their effectiveness and are widely used in planned supervisory development. They can be given in discussion groups on the job or they can be taken individually by correspondence. Textbooks and training materials are furnished by the ICMA Institute for Training in Municipal Administration and the group conference leader is obtained locally. These courses conducted by the conference method--Fire Administration for fire officers, Public Works Administration for public works foremen, or Personnel Administration for key people in all departments, for example--have several specific advantages for training supervisors: (1) they encourage critical appraisal of departmental functions and methods and invariably turn up new ideas; (2) they promote interdepartmental understanding and cooperation; and (3) they give experience in the conference method which supervisors then can use in training their own subordinates.

Between 50 and 100 cities a year conduct the ICMA courses in groups of 5 to 25 members. These groups include such personnel as the command officers in a police or fire department, foremen in a public works department, or all the supervisors in a city organization. State boards of vocational education in California, Illinois, Missouri and Wisconsin have furnished instructors for these courses and similar agencies in some other states have indicated an interest in doing so if cities will take the initiative in requesting assistance.

Other training for supervisors may include a variety of subjects that can be developed within an organization or with outside assistance, such as human relations, public relations, training methods, or work planning.

Training Aids. Training experts universally recommend use of auxiliary materials or training aids to assist in getting a subject across. The purpose of training aids is to involve two or more of the five physical senses in order to heighten perception. Some people perceive more readily by hearing, others by seeing, still others by feeling or actually performing a job; but nearly everyone's perception is

aided when two or more of these sensory factors are combined. Thus posters or charts may be used to illustrate specific points in a lecture (hearing and seeing), or demonstration may accompany explanation of how to reprimand an employee. This, followed by actual participation of supervisors in a hypothetical situation, gives them the feeling of experience.

Visual aids are one aspect of training aids. They can play a major part in supervisory development programs. Visual aids include posters, graphs, charts, blackboards and films in many variations. Early in 1954 Public Administration Service released a new book entitled "Visual Aids for the Public Service" by Rachel M. Goetz (Chicago: 1313 East 60 Street. 89pp. \$3.25). This book lists and describes many kinds of visual material such as display boards, flip charts, felt boards, and films; outlines the principles for designing visual aids locally, discusses how they can be used with good effect, and gives some sources of display materials.

Movies and filmstrips for supervisors deal with a variety of subjects from technical know-how to changing a foreman's attitude about supervisory relationships. One good source of film titles is "A Selected List of Films for Public Service Training" (Chicago: Civil Service Assembly, 1313 East 60 Street. 1953. \$2). Besides listing about 30 titles of interest to supervisors, with annotations, this publication names some of the distributors from which the films can be procured and gives names and addresses of seven principal publications that contain information about films suitable for use in municipal training. Among the prominent film sources are the state universities of Indiana, Kentucky, Michigan, New Hampshire, Tennessee, and Wisconsin; local telephone companies, and Castle Films, Inc., with offices in Chicago, New York, and San Francisco. Cities in doubt about the source of particular movies should consult their state library or state university extension division. MIS Report 101, on the use of films in city government, also lists training films and sources of procurement.

Few films are effective training devices by themselves. They can be used with other training methods--lectures, conferences, demonstrations--however, to emphasize particular phases of a training topic, to illustrate techniques and methods that cannot be described as well by other means, or to change attitudes. The use of films should follow a careful pattern. Each one should be previewed and outlined to determine the most important points. This outline should then be presented to those who will see the film, calling attention to the points that should be noticed especially. After the film has been run off it should be followed by a discussion of the important points that were observed and how they apply to the supervisory job.

The National Foremen's Institute, New London, Connecticut, provides extensive services for continuous training of foremen and supervisors. Among its publications are a biweekly "Foremen's Letter" and a "Supervisor's Personnel News Letter"; a monthly "Supervisor's Memory Jogger" --a pocket-size appointment book for making daily notes on the job and containing short human relations reminders throughout; and an employee relations bulletin directed to administrative officials and personnel officers. These and certain other kinds of literature will be sent to cities on a regular schedule, either in bulk or on individual mailing to specified supervisors, on a flexible contract arrangement. The Institute also has an extensive list of books which it publishes as well as filmstrips on personnel techniques and human relations case studies. Books are for sale, filmstrips can be rented or purchased.

Other training aids can also be obtained in book form. The American Management Association, 330 West 42nd Street, New York 18, publishes a variety of materials useful in supervisory development. Among its publications are: "The Development

of Executive Talent," a handbook of techniques and case studies on management; "The Management Leader's Manual" and "The Supervisor's Management Guide," two looseleaf books on human relations for supervisors; "Rating Employee and Supervisory Performance," a manual of merit rating techniques; and "The Foremen's Basic Reading Kit." Other books are: "How to Train Supervisors" by R. O. Beckman (New York: Harper and Brothers, 1952); "Essentials of Management for Supervisors," by Charley H. Broaded (New York: Harper and Brothers, 1947); "Personnel Management for Supervisors," by C. E. Thompson (New York: Prentice Hall Book Company, 1948) or "A Human Relations Casebook for Executive and Supervisors," by Frances and Charles Drake (New York: McGraw-Hill Book Co. 1947.)

The American Society of Training Directors maintains a special training library at Purdue University, West LaFayette, Indiana. Extensive training materials from industrial firms throughout the country are collected and catalogued here and can be obtained on inter-library loan by members of the ASTD. Examples of supervisory materials available from the library are: a pamphlet of the International Harvester Company entitled "Planning Departmental Work"; the outline for a pre-supervisory training course of Spiegel, Inc.; the "Leader's Guide for Supervisory Orientation Conferences" of the Western Electric Company, Kearny, New Jersey; and "Human Relations in Supervision," a course of the Michigan Bell Telephone Company in 11 sections including such topics as democratic leadership in supervision, the psychological approach to behavior, measurement of human abilities, and basic principles in motivation.

The ASTD functions through local chapters that meet monthly in large cities throughout the country to exchange know-how or acquire new ideas in the training field. Membership is open to training officials in government as well as business. The Society maintains headquarters in Madison, Wisconsin (at 2020 Madison Avenue), and publishes a monthly magazine "Industrial Training" to keep training officials abreast of current training developments and programs.

Training Methods. Supervisory training will be most effective when maximum participation by each individual is encouraged and provided for. When the lecture method is used it can be followed by question periods. An occasional ten-minute written quiz reviewing past work adds interest, particularly if it is done informally and is followed by a short discussion. When a group is fairly large, lectures may be combined with "buzz" sessions. The topic is introduced to the entire group in the first part of the meeting, then the group breaks into sub-groups of five or six members each to discuss the problem and determine their recommendations. After 15 or 20 minutes the sub-groups reassemble and each presents its conclusions through a spokesman. These are listed on the blackboard and the entire group may discuss them or the instructor may comment.

Lectures ordinarily are required in supervisory training when supervisors have little or no basic knowledge of a subject. When they have adequate background information, the conference method may be used. Here all participants face each other around a conference table and discuss a common subject. It may be a management problem requiring solution, development of administrative policies or regulations, an expression of views on a program the chief administrator wishes to consider adopting, or a specific training course such as those in the ICMA municipal management series.

The conference has a leader who guides the discussion but does not dominate it. In problem-solving or policy development he may be the administrative official most concerned; in an actual course he may be a local teacher or other person with the skills of conference leading. In either case, he encourages free and full expression

of views by every one present, makes sure that the discussion does not wander too far off the subject, and summarizes from time to time (including putting pertinent points on the blackboard) so that each participant knows what has been covered and what remains to be accomplished. A frequent schedule for conferences is two hours weekly.

For training groups of supervisors in human relations or problem-solving, the case method is effective. Here actual or hypothetical situations are presented for discussion, analysis, and alternative methods of solution. Many cases are dramatized on filmstrips and can be obtained from film libraries or from the National Foremen's Institute. Good case study technique emphasizes analysis of the problem into the important elements that should be handled by a supervisor. Solution of a problem by a single pat answer is discouraged. Instead supervisors are stimulated to name possible ways of solving a problem without deciding on anyone as "correct." The purpose is to foster flexible thinking rather than a set pattern.

Other methods of supervisory development can be used effectively from time to time. One of these is assignment of a supervisor to specific projects such as investigation of work methods, analysis of forms and forms control, improvement of departmental work flow, or studies of absenteeism. Such assignments require the supervisor to think and work outside his normal routine, broadening his knowledge and enabling him to contribute constructively to improvement of procedures and controls in the organization. Several supervisors from different departments may be given similar assignments with responsibility for coordinating their findings and conclusions by a certain date. Administrative officials should take particular care to follow up and observe the progress of supervisors in these situations, and be prepared to guide or relieve them if the assignments become oppressive.

Another means of developing supervisors is to assign them individually as understudies, assistants, or deputies to department heads. In these capacities they will perform duties intended to broaden their understanding of departmental problems and operations, in addition to their regular functions as supervisors. They may answer correspondence, handle nonroutine complaints, develop work schedules, interview prospective employees, handle grievances, or carry out other assignments.

Organization. Supervisory development is a function of top management. The way the job is handled will affect morale, production, availability of supervisors for promotion, and it may affect the desire of individuals to remain with the city government or to seek work elsewhere. The physical job of training supervisors can be delegated to others, but the chief administrator is responsible for laying out the program and seeing that it is carried out. At certain stages he may participate directly, to give the encouragement of his office, but most actual training will be performed by department heads or a specially designated training officer. There are many sources of assistance, so that no administrator should feel burdened at the prospect of starting formal training activity.

Assistance such as was provided in Saginaw, Martinsville, and Oklahoma City, should be available to administrators in most cities that are near colleges or universities. These schools will generally assist in planning supervisory courses, conduct special classes, furnish instructors for group courses, or permit the use of their facilities. State boards of vocational education can also be of assistance in providing and conducting training classes or absorbing part of the cost of instruction. Arrangements with state boards generally can be made through local boards of education or directly with the agency in the state capital. City officials should not overlook the facilities of their state leagues of municipalities, either for providing direct training assistance or for encouraging the state training agencies to

set up supervisory courses. The Michigan chapter of ICMA recently adopted a comprehensive statement on sources of training assistance and recommendations for training policy. Single copies can be obtained from the city manager of Berkley, Michigan.

When a city has a training officer, his normal assignment is to the personnel department. In small places where training is a part-time job, training responsibilities should be assigned to a line official or to a staff assistant in the chief administrator's office. The functions of this training official are to develop training plans in cooperation with nearby schools, to arrange for outside or departmental instructors, to coordinate training activities between departments, to advise department heads and the chief administrator of effective training techniques and materials, and to assist occasionally in actual training work. Whenever possible, training of supervisors should be done in the departments by departmental personnel.

Physical Requirements. The minimum physical requirement for a supervisory development program is a suitable place to meet. At times this may be in the department head or chief administrator's office. On other occasions, it may be the council chamber or a room outside the city hall engaged especially for the purpose. Some cities combine discussion meetings with a breakfast or dinner so that the group uses the same room in which they eat. Training quarters need not be elaborate. The three main requirements are size appropriate to the group, adequate lighting, and good ventilation. If the city does not have its own meeting rooms, satisfactory arrangements can probably be made with a school, lodge, hotel, or veteran's organization.

When a meeting room is small and not air conditioned, consideration should be given to discouraging smoking while the group is in session. A "smoking break" taken at the end of each hour is usually enough for most smokers and makes conditions in the meeting room more pleasant for smokers as well as nonsmokers. It also improves concentration and alertness.

Equipment for use in training can be elaborate or simple and may be bought, rented, or borrowed. For formal classes a blackboard should be considered the minimum requirement. It may be supplemented by display charts or graphic materials, such as are described in "Visual Aids" by Public Administration Service. To these basic requirements may be added a 16mm sound movie projector and 50-inch screen, a slide and filmstrip projector, and a tape recorder. The recorder may be used to prepare running commentaries for slide or filmstrip programs or to reproduce certain portions of discussion meetings. It will have other uses in the organization besides training.

Note: Management Information Service received valuable assistance in preparing this report from Newell N. Jenkins and Mark E. Keane, city managers of Maywood and Oak Park, Illinois. Loan copies of MIS reports mentioned herein are available on request.